MARKING GUIDELINE

NATIONAL CERTIFICATE

PERSONNEL MANAGEMENT N6

21 NOVEMBER 2018

This marking guideline consists of 14 pages.

SECTION A

QUESTION 1

1.1   1.1.1   Job Simplification
          1.1.2   Job Design
          1.1.3   Harmoniser
          1.1.4   Filtering
          1.1.5   Blind spot
          1.1.6   Narrow span of control
          1.1.7   Social groups
          1.1.8   Conformity
          1.1.9   Leading
          1.1.10   Conflict

                                                    (10 × 1)   (10)

1.2   1.2.1   True
          1.2.2   False
          1.2.3   True
          1.2.4   True
          1.2.5   True
          1.2.5   False
          1.2.6   False
          1.2.6   True
          1.2.7   False
          1.2.8   False
          1.2.9   True
          1.2.10   True

                                                    (10 × 1)   (10)

1.3   1.3.1   B
          1.3.2   C
          1.3.3   C
          1.3.4   A
          1.3.5   D
          1.3.6   A
          1.3.7   A
          1.3.8   C
          1.3.9   B
          1.3.10   C

                                                    (10 × 2)   (20)
                                                                 [40]

                                      TOTAL SECTION A: **40**

SECTION B

QUESTION 2: MOTIVATION

2.1   Motivation is the desire or an inner drive that need to be satisfied.   (2)

2.2
- Skill variety
- Task identity
- Task significance
- Autonomy
- Feedback   (5)

2.3

INTRINSIC MOTIVATORS	EXTRINSIC MOTIVATORS
• Intrinsic motivators refer to the feelings of self-fulfilment • Enjoyment that individual employees gain from the job itself as explained in the Job Characteristics Model. These include: • variety of tasks • challenging and interesting work • responsibility for own work • personal control over work methods • control over the pace of work. • opportunities to use and develop skills and abilities • having a say in decision-making • opportunities for advancement	• Extrinsic motivators on the other hand, refer to factors outside the job itself and are administered (applied) by someone other than the individual concerned. • They can be split further into financial and non-financial rewards e.g. there is a difference between a salary (financial reward) and large executive office (non-financial status reward). Extrinsic motivators include: • financial rewards. promotion • praise • job security • comfortable, safe and attractive working conditions • competent and fair leadership • reasonable instructions and directions

                                                         (Any 5 × 2)   (10)

2.4
- The sophistication of technology could make it possible to make work interesting.
- Jobs requiring low levels of skills are not easily enriched.
- Some employees are not concerned with job enrichment, but only with increased pay and security.
- Some employees fear that the changes could lead to loss of jobs.   (4 × 2)   (8)

2.5
- Herzberg's theory focused attention on the importance of job-content factors to motivate employees.✓✓
- He clearly stated that remuneration, fringe benefits and physical working conditions have limited influence on motivation.✓✓
- These factors prevent dissatisfaction.✓
- Organisations need to allow employees feel pride in what they do.✓
- To enjoy the actual tasks or job.✓
- To feel that they are doing the best that they personally can.✓
- They do not become bored or frustrated in their jobs. ✓
- Employees need to be treated as individuals and unique in order for productivity to be increased.✓
- Herzberg also argued that there are two stages in the process of motivating employees.✓
- A manager should ensure first of all that the *hygiene factors* are in place. ✓
- Employees should then be given the opportunity to experience *motivation factors* such as recognition.✓ (15)

[40]

QUESTION 3: GROUP DYNAMIC

3.1   Conflict is a natural part of the workplace and will always be present in a group. (2)

3.2
- Principles to constitute a group.
- Members of a group will always have a common objective.
- Common objective is decided upon by means of discussion and
- Agreements between the group members (4)

3.3
- They may agree to strive to achieve group goals, in which case they will be co-operating with the group and ignoring personal goals.
- The results of this co-operation are that the group will be more productive.
- Effective and those members who decide to cooperate with the group will be rewarded with support and friendship from the group.
- They may decide to be assertive and uncooperative and pursue their own goal at the expense of others.
- This action is described as competition.
- Competitive behaviour is often used when a quick decision has to be reached.
- As in an emergency or when an unpopular decision has to be taken e.g.
- Where a person has to be disciplined.
- Individuals who seek power in an organisation will also use competitive behaviour to win their points or defend their position.

Competition
- Competition implies opposition, but it could also be positive conflict.
- The result of competition is that individuals and enterprises become more creative and productive by rising to a challenge.
- Robbins refers to competition as functional conflict that supports the goals of the group and improves its performance.
- Members who are the successful party in the competition will be praised
- Rewarded by the external environment of the group. (10)

3.4
- Success
Previous success ensures that a group becomes even more cohesive.

- Group Size
Smaller group are more cohesive than large groups.
Close interpersonal contact is maintained in small groups.
Small groups communicate more often and more effective.
Agree on matter more readily, because the members influence each more easily.

- Smaller groups tend to:
Share responsibility
Have personal discussion more often
Ensure participation is more frequent.

- Group with more than seven members tend to:
Have a lot of individual participation
Stop member from being open
Be dominated by aggressive/dominant members.

- Stable membership
If members come and go, it will result in members' not knowing each other.

- Group members will not be cohesive communication not that successful.
A group that has the same number for a long time will no longer be effective as a group as the computer game Flippo indicates.
A narrowness of outlook an excessive commitment to certain favoured approaches.

- External threats
When a group feels it is under attack by external groups, members will automatically become more cohesive in order to protect the group.
Negative result of action will also cause the members to become more cohesive, possibly to protect themselves from the ridicule from outside groups. (12)

3.5   Conflict must be managed within an organisation to minimise its negative effects. Conflict resolution techniques include:

- Reducing intergroup conflict by determining a common goal.
- Increasing communication to correct misunderstandings and develop positive intergroup feelings.
- Organising inter-group problem-solving sessions which are not confrontational. This will help the group identify and solve conflict. An effort must be made by each member to be committed and involved to work through the problems.
- Negotiating and bargaining in order to reach an agreement or a compromise. All parties need to 'win' here by considering the other's situation, focusing on the problem and not on the person and keeping the entire process structured, positive, logical, objective and goal-orientated. An exchange of something valuable needs to be made in order for all parties to be satisfied.
- Spreading resources evenly amongst all members of the group. These resources can be anything from salaries to available undercover parking.
- Having an unbiased third-party to mediate between the conflicting parties.
- Changing the organisation structure if scarce resources, status differences and power imbalances are causes of the conflict.
- Physically separating the conflicting parties by transfers in order to limit interaction between them.
- Introducing authoritative command where a formal leader takes charge of the situation and manages it by means of discipline.
- Counselling employees who are often involved in conflict – using internal or external experts in the field. This approach is very slow and expensive but the results are not only a reduction conflict in the workplace, but also a reduction of conflict in the personal life of the individual. This is the only technique that seeks to address the source of the conflict rather than the conflict situation.   (Any 4 × 3)

1 for naming technique
2 for discussing technique

(12)
[40]

QUESTION 4 COMMUNICATION

4.1   Communication is the transferring of information and understanding of meaning. (2)

4.2
- Difference in status and levels
- Individual communication as part of a group.
- Long chain communication (2)

4.3.1   Vertical communication
- In any organisation communication is essential.
- Employees on all levels need to clearly understand important instruction given by their managers in order to perform the task.
- To ensure effective 2-way communication employee should have an opportunity to follow a bottom-up communication route in order to communicate problems and misunderstandings. (4)

4.3.2   Horizontal communication
- Takes place when employees on the same level of the organisational hierarchy communicate with one another
- Horizontal communication is between peers is necessary for coordination in order to get tasks done.
- To seek advice as well as social interaction. (3)

4.3.3   Diagonal communication
- When people from different departments and from different levels in an organisation communicate for the purpose of information flow.
- Improve understanding and assistance which lead to coordination of efforts for the achievement of organisational objectives.
- This type of communication takes place between people who have no direct reporting relationship.
- The following rules have to be set:
  o   This type of communication only take place when necessary
  o   Subordinates must not be committed beyond their authority.
  o   Subordinates must keep superiors informed of important issues
  o   Interdepartmental activities. (5)

4.4.1   **The impact of gender, ethnicity & age on communication**
Gender
- Robbins reports research done by Deborah Tannen reported that men talk to emphasise their status whereas women talk to create a connection.
- This means that men use conversation to establish their own importance in the situation, as well as to put across ideas which will set them apart from other men.
- Women use conversation to make a social and emotional connection between themselves and the people they talk to.
- Men are also direct in their approach and with the words that they use. Women use indirectness and subtlety in their conversations. Women also tend to empathise more during a conversation.   (Any 4 × 1)   (4)

Please turn over

4.4.2 **Ethnicity**
People from various ethnic groups often have complicated communication due to differences in:
- word connotations which may create problems where someone from an American background might ask a Zulu person: "Do you understand this, or not?" and the Zulu person will answer "Yes". What the Zulu-speaking person is conveying is that he does not understand, but the American might interpret the answer as "yes, I do understand."
- tone and volume where some ethnic groups speak more formally than others and where a quiet voice is a sign of respect, while a loud voice is acceptable when speaking to friends, and a too loud voice is impolite.
- Perceptions where, for example, sarcasm from an English-speaking person might be lost on an Afrikaans-speaking person because it is not used as much in the communication process of Afrikaans-speaking people.

(Any 4 × 1)   (4)

4.4.3 Age
- Differences in age can complicate communication in two areas.
- Different aged groups will interpret words in different ways e.g. a teenager could use the word "cool" to express satisfaction with something whereas an older person may simply understand the word to mean "not very cold".
- Secondly, younger people may place significance on some issues that older people view as superficial, pleasure-seeking activities.
- This can lead to poor communication in the workplace as an older supervisor for example communicates things in terms of time and performing work and the younger person's frame of reference is much wider.
- An employee who extends her lunch break for social interaction because her focus is achieving the day's output rather than being at her work station may get into trouble with the older supervisor who's focus is 'watching the clock'.   (Any 4 × 1)   (4)

4.5 **The effect of incomplete information on communication**
Four "windows" or areas of knowledge exist. These are:
The Arena√ √
This is the area where interpersonal communication is most successful. √
Both the sender and the receiver of information have all the knowledge at
Their disposal for communication to be effective. √
The two parties have similar feelings, data, assumptions and skills. √
As the degree of shared information becomes greater, the communication will
become more effective. √   Max (3)

- **The Blind Spot** √ √
The sender of the message does not have all the information needed and
therefore, does not understand the behaviours, decisions and potentials of
others. √
The receivers have this knowledge and the sender is at a
disadvantage. √
Communication cannot be successful under these circumstances.√

Max (3)

- **The Facade**√
When the sender has the relevant information but the receivers do not, superficial communication takes place. √
The sender can also withhold information due to fear, desire for power, etc
Here the sender is holding up a facade to the receivers of the message. √
Consequently, communication will also not be successful. √

Max (3)

- **The Unknown**√
Here neither the sender not the receiver of the message understands or know each other. √
This type of situation often occurs where employees from specialist areas have to communicate with one another. √
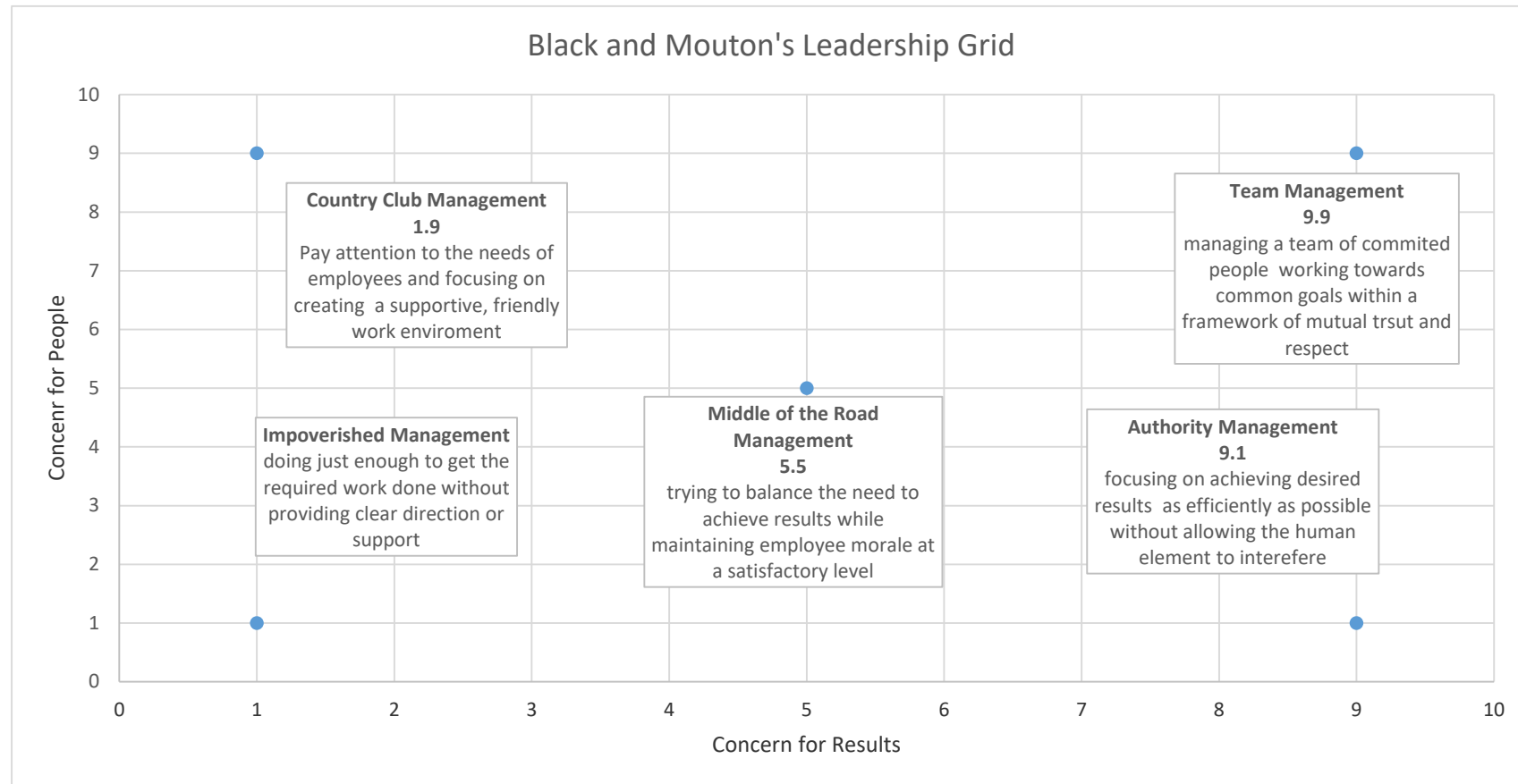Communication will be very poor under these circumstances. √

Max (3)   (12)
[40]

QUESTION 5: LEADERSHIP

5.1   Ability to inspire other people to work enthusiastically and effectively in order to accomplish objectives.   (2)

5.2
- Physical and mental health
- A positive and enthusiastic approach
- A high level of intelligence
- A good understanding of human nature
- Confidence and is outgoing and extrovert
- Determination, a strong – will and dominant
- Charisma and courage
- A high level of energy and ambition
- Honesty and integrity
- Credibility, ability to foster trust by acting fairly and honest
- Ability to inspire others
- Ability to communicate a vision
- Ability to participate fully at all levels
- Open-mindedness: the ability to detect positive qualities in others
- Resilient: the strength to peer pressure and confidence to stand for what is right.   (Any 8 × 1)   (8)

5.3

Black and Mouton's Leadership Grid

Concern for People (y-axis, 0 to 10)
Concern for Results (x-axis, 0 to 10)

Country Club Management
1.9
Pay attention to the needs of employees and focusing on creating a supportive, friendly work enviroment

Team Management
9.9
managing a team of commited people working towards common goals within a framework of mutual trsut and respect

Impoverished Management
doing just enough to get the required work done without providing clear direction or support

Middle of the Road Management
5.5
trying to balance the need to achieve results while maintaining employee morale at a satisfactory level

Authority Management
9.1
focusing on achieving desired results as efficiently as possible without allowing the human element to interefere

ONE for naming
ONE for explaining
(2 × 5)   (10)

         Please turn over

5.4   **Team Roles in decision-making**

Positive Roles   **Negative Roles**

Goal Achievers	Team Builders	Power Seekers
Initiators- provide new ideas on how to move ahead	**Harmonisers**- help members to work through conflict	**Blockers -** stop new ideas with continual negative reactions
Information seekers- find information to solve the problem	**Gatekeepers -** stop dominant individuals from taking over and get quieter members involved	**Recognition seekers -** focus on their own contribution not on achieving team goals
Intergrators - bring all the facts together	**Expediters -** seek the most effective ways to implement decisions	**Dominators-** take over the process if allowed to achieve their view of priorities
Energisers - get the team moving to action		

ONE for naming the team Roles
ONE for Explanation   (20)
                                                                      [40]

QUESTION 6: MISCELLANEOUS

6.1 Management information system (MIS). (2)

6.2 • Speeding up the provision of accurate data
• Reducing the amount of people required to perform routine administration.
• Allowing trained employees in the H/R department to perform functions that are more meaningful to the organisation as a whole.

(3 × 2) (6)

6.3 • Work experience✓
Where an employee's level of familiarly with product line and service can be entered for future transfer or promotion.✓
• Product knowledge✓
Where an employee's level of familiarity with the product lines and service can enter for future transfer or promotion requirement.✓
• Industrial experience✓
Where a list of kept of key related industry experience✓
• Formal Education✓
Educational institution, field of study, qualification obtained and year obtained.✓
• Training course completed – both courses conducted by the organisation and from outside.✓
• Language skill proficiency, where relevant for specific position and religion.✓
• Relocation limitations.✓
There is limitation on an employee being transferred to other centre.✓
• Career interest, Employees are happy with the current career direction or wish to move or change career paths✓
• Performance appraisal. Showing employee job performance as well as strength and weaknesses ✓

ONE for naming
ONE for explanation
(Any 3 × 2) (6)

6.4 Properly-designed HRIS
- Operational HRIS✓✓
This part of the system should be designed to perform tasks that assists✓
Employees in the HR department to perform their actual work e.g. writing training manuals, controlling employee attendance etc.✓

- Tactical HRIS✓✓
This part of the system should be designed to maintain a database that may be used to manage, monitor and control employee activities in the organisation✓
Maintaining employee records in terms of leave taken, studies completed, etc.✓

- Strategic HRIS✓✓
This part of the system should be designed to assist top management with human resource planning for the entire organisation for the future period up to 10 years.✓
Help to focus on issue such as skills audits, the potential of the employee to be promoted.✓

- Forecasting✓
- HR needs for every functional unit in the organisation✓

TWO for naming
TWO for explanation (10)

6.5
- Educated individuals may often be more successful in communication situations because they will have been trained in the skills of communication.
- Their education is also likely to create a better disposition toward a richer vocabulary.
- They are likely to understand the art of conversation, listening and the transference of meaning.
- Finally, they are likely to have more self confidence in the communication process and will be more assertive when communicating.
- Less educated individuals might become more frustrated when failing to communicate effectively.
- May resort to aggression or simply withdraw from the communication process because of a low self-image, lack of self-confidence or lack of skills.

(Any 4 × 2) (8)

6.6 FOUR distinct part to MBO, which are
- Objective-setting✓ – where specific, measurable, realistic and understandable objectives are set.✓
- Participation✓ – where employees are part of the decision making process in setting their objectives.✓
- Time Limit✓ – within which employees must accomplish their objectives.✓
- Evaluation✓ – where employees are measured against the standards which they helped to establish.✓ (8)

[40]

TOTAL SECTION B: **160**
GRAND TOTAL: **200**